

**St. Paul's Nursery**  
**Somerville College**  
**Oxford**



**Information for Parents**

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## **Introduction**

St Paul's Nursery is a 16-place day nursery that caters for children between the ages of 3 months and 5 years. The Nursery was established as a work place nursery for the staff of Somerville College, but now opens its doors to children whose parents work elsewhere. The Nursery has a Management Committee made up of the Nursery Manager, the Domestic Bursar and three Fellows of the College. Priority is given to applications from Somervillians.

The nursery runs a waiting list for applications that cannot be met at the time. The Nursery is able to care for 8 children under the age of 2 years and 8 children over the age of 2 years. There are three members of staff working with the under 2s, giving a ratio of 1 adult to every 3 children. There are also two members of staff for the over 2s, giving a ratio of 1 adult to every 5 children. Members of staff are referred to as a key **person** and a list of the children allocated to each member of staff is on the notice board in the Nursery area.

The Nursery is registered with Ofsted and so undergoes regular inspections. The last inspection was carried out in January 2008 and the report was very positive. The Inspector felt that the children were receiving a good level of care and education and so the Nursery would not have to be inspected again for at least two years for care and four years for education.

The Nursery is also registered to accept funding for the education of three and four- year-olds, which is given to parents by the government to help cover the costs of childcare. We work alongside the Early Years Team, each county has an Early Years Advisory Teacher, who visits once a term and ensures we are up to date on methods of caring and teaching and what relevant training is available. A report is written up each term, so objectives can be reviewed.

## **The Aims of the Nursery**

Outlined below are some of the early learning goals we shall be working towards through the early year's foundation stage, with all the children in our care. The list is by no means exhaustive. However, if a child has mastered even some of these skills prior to entering the reception class at school, then they will have been given an excellent start to their school career.

### **Social Skills**

- To play co-operatively with other children.
- To be able to share and take turns fairly.
- To show kindness and concern for others.
- To initiate a conversation.
- To learn about and accept children who are different from themselves.
- To gain an awareness of personal hygiene.

### **Emotional Skills**

- To be able to express feelings.
- To be able to control a range of emotions.
- To understand what is right and wrong.
- To follow simple and complex instructions.
- To feel self-confident.

### **Independence Skills**

- To go to the toilet by themselves.
- To put on and fasten their own coat.
- To put on and take off their own shoes.
- To use a knife and fork appropriately.
- To maintain concentration and attention when carrying out activities.

### **Educational Skills**

- To know the main colours.
- To name the parts of the body.
- To write their own name in script.
- To copy letters and words.
- To use and experiment with a wide range of media.
- To be able to use scissors.
- To recognise and have an understanding of the numbers from one to ten.
- To recognise the shape and sounds of some of the letters.
- To sort and match different objects.
- To enjoy and share books and stories.
- To sequence events/patterns.
- To copy basic geometrical shapes.

We will aim to allow each child to develop to their full potential, providing a sensible balance between freedom and structure whilst respecting their individual rates and means of development.

We believe that this is best achieved in a calm and relaxed environment through exploration and discovery, incorporating an easy mix of play activities, discussion and rest.

Great emphasis is placed on good social skills and the value of courtesy and good manners.

### **The Staff**

There are seven members of staff currently working in the Nursery, all employed by Somerville College. All members of staff either hold the appropriate childcare qualifications or have relevant experience.

The staffing ratios are in accordance with the Ofsted requirements, one adult for every 3 children under the age of 2 years and one adult for every 5 children aged 2 years and over.

Members of Staff:

- Domestic Bursar and nominated person – Carol Reynolds
- Nursery Manager - Louisa Metayer –NNEB- **Behaviour management Co-ordinator**
- Deputy Nursery Manager– Charlene Dingle-Cache level 3 Diploma in Childcare & Education

- Nursery Nurse – Stacey Long- Cache level 3 Diploma in childcare & education- **Safeguarding Children and Communication, Language and Literacy Co-ordinator**
- Nursery Nurse– Megan Crawford- Cache level 3 Diploma in childcare & education- **Equality and Diversity Co-ordinator**
- Nursery Nurse Asiah Kiani- Cache level 3 Diploma in childcare & education
- Nursery Nurse- Becky Hall (part time) – Cache level 2 Certificate in childcare & education- **SENCO Co-ordinator**
- Nursery Nurse– Modupe Fadero (part time)-Level 2 Certificate in pre-school practice

New staff members will not be left unsupervised until the Criminal Records Bureau has cleared all checks.

Members of staff also have Basic Food Hygiene training, First Aid training and Basic Health & Safety Training.

### **The Facilities**

St. Paul's Nursery is housed in one of the many Somerville College buildings. Access to the Nursery is from Walton Street but there is also an emergency exit into the grounds of the College.

The Nursery is comprised of a nursery office, one main room, a bathroom, and a kitchen; there is also an outside play area. The main room has two sections: an area for the under 2's and an area for the over 2's.

The outside area has a low level climbing apparatus, slide, several bikes and tricycles, a large sand pit, a wooden play house, wooden stools, a water tray and a treasure chest full of balls, bats, hoops etc. The garden has an outdoor shade covering half the garden to ensure the children can play outside in all weathers. We believe the outdoor area is a very valuable learning place and it is important that the children have enjoyable experiences outdoors. Developing their physical and sensory skills and promoting equality and diversity in an outside environment.

The Nursery has a door entry system so that members of staff can ask who wishes to enter the building. There is also a second lock on the Nursery door, inside the building, as extra security and members of staff can use a spy hole to identify who is at the door. A password system is used for carers/parents we haven't met before.

There is space for the children where the children have their own peg's to place all their coats and bags, and a storage area for prams and buggies/pushchairs, which must be folded.

## **Physical development**

Each week a nominated member of staff carries out a fun fitness and movement activity where all the children can take part in. Movement and space is about how the children learn to move with confidence, imagination, and safely with an awareness of, themselves and others. This sometimes takes place in the nursery or we have access to other locations in the college.

## **Beebabee band**

Once a week Bethany Weimers comes to visit the nursery and runs a music and movement group called Beebabee Band. She brings along a selection of fun musical instruments and puppets for the children to use during the session, and teaches the children a variety of songs. There is a small charge for your child to take part in this.

## **Heuristic Play**

Once a week, the baby area is set up for Heuristic play. Heuristic play is a time when the babies are able to explore and try out all our natural resources such as fur cones, feathers, boxes, ribbons and soft textured materials, in a calm and quiet environment with little adult input. This is a lovely and great way for the babies to explore, learn and discover -also to extend their cognitive development.

## **Opening Information and Session Times**

The Nursery is open from 9.00am until 5.00pm. Children may stay for this period, or, alternatively, parents may choose either the morning session or the afternoon session. The morning session runs from 9.00am to 1.00pm, and includes a morning snack and lunch. The afternoon session is from 1.00pm to 5.00pm, and includes a light tea. Children must be brought to nursery any time within the first hour that the session starts. For example: by 10am for the morning and by 2pm for the afternoon.

Parents are requested to pick their children up promptly at the end of their child's session; we do have a late collection fee of £1 per minute.

The Nursery is open all year round except for two weeks at Christmas and the August bank holiday. The nursery is open for the May bank holidays.

## **Communication**

Members of staff are keen to develop friendly contact and liaison with parents of the children in their care at all times. Learning is a partnership between home and nursery and it is important for the children that we work together to promote their learning. This contact is also important for the continued happy atmosphere in the Nursery.

Parents will have the opportunity to look around the Nursery and to talk to the staff before they decide to apply for a place. Once a place has been allocated, we encourage you to bring your child to the nursery for two or three visits before they start so that they can become familiar with the environment and the staff. This is also an opportunity for the staff to ask about the child's learning to date and what they particularly enjoy doing so that we can get to know them as an individual. Once the child begins to show signs of settling in the parent will be encouraged to leave them for a short time with their Key person who will care for them.

Parents are encouraged to develop a friendly relationship with the Nursery staff, as this will encourage the child to feel happier spending time with us. Parents are kept informed on a daily basis regarding their child's well-being and progress in the Nursery. This is achieved through conversation with their child's key person. Profile books are completed at regular intervals for all the children by the child's Key person, as are the observation records. Parents' Evenings will be held at regular intervals and the Manager/Key person is always available to discuss matters relating to a child on an informal basis and on a more formal basis at a mutually convenient time.

### **Key Person**

Each child in the nursery is assigned a key person. A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and for building relationships with their parents. A key person will help your baby or child to become familiar with the nursery and to feel confident and safe within it. They will also talk to parents to make sure that the needs of your child are being met appropriately, and that records of development and progress is shared with you.

Each child has a second key person, which is referred to as a 'buddy'! So that when the main key person is away there is a familiar and trusted person who knows your child well.

As a staff team, we feel a key person is essential. When children feel happy and secure in this way, they are confident to explore and try new things. Just as importantly, a carer who is 'tuned in' to a baby will be sensitive to their changing mood or motivations and be able to take their cues from the child as to what response is needed. It is this recognition that helps them to know who they are and to develop a strong sense of 'self'.

### **The Learning Environment**

The Nursery aims to provide a positive environment for learning through experimenting, investigating, and by example. A great emphasis is placed on children having the opportunity to practice a variety of skills through a range of different activities. Members of staff complete progress reports for each child to ensure that they are receiving the opportunities they need to develop.

Children are encouraged to develop at their own pace. We try to build up a child's confidence and self-esteem so that they are motivated to learn and take part in the activities offered. These activities are part of a structure within a flexible framework to ensure that all areas of development are being considered.

### **Equality and Diversity**

The nurseries Equality and Diversity co-ordinator is Megan Crawford

Every child is encouraged to develop and learn without prejudice.

Equality of opportunity is fully integrated into the activities and displays in the Nursery by positively reflecting the history and culture of living in a multicultural society. We examine our resources regularly and deal with any negative or hurtful incidents, including name calling as soon as they arise.

Procedures are followed in line with this legislation when allocating places from the waiting list.

St Paul's Nursery welcomes equality and diversity and will uphold and promote inclusive principles for all children and families within our nursery.

### Working with parents

As the Early Years Foundation Stage (EYFS) states "parents are children's first and most enduring educators." At St. Paul's nursery we believe this to be true and try to reflect this in the nursery's relationship with the parents/families as much as we can.

One of the ways we do this is to ensure the key person approach is introduced and adapted to each child and family as soon as the child enters the nursery, beginning at the child's introduction.

The key person will play a very important role to ensure their key children settle into the nursery and continue to progress in their learning and development.

To ensure this good communication and liaising with the parents on a day to day basis is needed. This will be carried out at the beginning and the end of each day where the parents/carers can have an informal chat with the key person about their child's day and progress as well as any observations made. This gives the parents/carers a chance to express any feelings or concerns about their child if needed.

St. Paul's nursery values all cultures and differences and values all child/parent/carer as individuals. We show this by having a welcome sheet with a wide variety of questions reflecting the child's home life as well as cultures and beliefs they may celebrate. Resources such as books, posters and pictures all reflect positive attitudes to disability, ethnic, cultural and social diversity. Posters, displays and signs of different languages are also up in the nursery.

To ensure working with families is kept at a good relationship of communication between the nursery and parents, termly parents evenings are arranged where staff and parents can come together to discuss their child's learning and development.

This is a chance for the key person to continue sharing their knowledge of their key children to the parents as well as observations and the child's achievements.

### Working with Children

St. Paul's Nursery believe that part of the children's independence to feel confident and self-assured while at nursery is due to having a key person.

A key person is there to reassure the child in feeling safe in the nursery, this gives the child the confidence to explore and try out new things furthering their development and learning. The key person will do weekly observations on their key children to ensure that they are planning activities for each individual child correctly and meeting their needs to allow them to progress.

This will help the child to raise their self-esteem and give them a sense of identity as the key person will adapt activities to meet individual children's needs according to their age/stage of development.

We also have family boards where the children can put their work up on the board to show their achievements. This too will raise their self-esteem.

### Resources

All resources at St. Paul's Nursery reflect differences in society avoid stereotypes and promote positive images where possible. Examples of this can be seen in our pictures and posters up around the nursery.

In particular the children's books have many stories reflecting this. Regular trips to the library with the children ensure that the children's books are regularly changed with new stories reflecting different cultures and differences in society.

### Language

St. Paul's Nursery values all spoken and written languages. We show this by having an 'All about me' board which we have on display with all the different languages the children speak.

Those children who do have English as an additional language, we ask the parents to write down any words that the children may need to use that may help them to settle into the nursery. The child's key person and staff can then use these words to help the children understand the routine at nursery. This is important in making the children feel valued and give them confidence and reassurance at nursery.

Staff has gone on a signing course to introduce the children to sign language. This will help children with language difficulties feel valued as they can communicate through simple signing.

We also have signing books and songs where the children can enjoy and communicate through signing.

The children have also been introduced to 'the sign of the week' which allows the children to learn a new sign through out the week to use during there everyday routine. Signing pictures are also around the nursery to allow the children to become familiar with the signs and how to use them in everyday routines.

We now have an 'Our World' display with a giant world map to show where all the children come from around the world and the children can see where all their friends are from. This shows positive images for the children and to show them all the different languages the children speak. This will encourage the children to use their first language more at nursery. To encourage and introduce the children to other languages we now have introduced 'language of the month'.

We have a display which we change each month showing which language the children will be introduced to, as well as pictures, maps and information about that country. The children use a website on the computer where they have children speaking the language and the children can be introduced to their first words and numbers through out the month.

### Gender

St Paul's nursery supports both learning for boys and girls by ensuring we are positive role models and do not stereotype the children into categorises. For example only girls can wear dresses.

All the children are given equal opportunities to play with all the toys and equipment regardless of gender.

### Curriculum

St Paul's Nursery follows the guidance of the Early Years Foundation Stage. The children are given the freedom to choose what resources and activities they want to play with as the toys are all at the children's level where they can get easy access.

All children are given equal opportunities regardless of gender, race or disability.

### Food and Festivals

St. Paul's Nursery acknowledges the diversity of backgrounds by celebrating all cultures and festivals at nursery. Staff planning and activities as well as the children's food will reflect the festivals and cultures.

We have a festivals board that displays all the festivals that the children will learn about that term. These festivals are worked into the planning for the children and adapted accordingly.

The menu for the children will reflect individual children's needs meeting any dietary requirements needed.

In our menu we also have a cultural world food day each week where we cook a dish for the children to eat from around the world.

### **Curriculum Planning**

Each child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use St Pauls Nursery they want to know that we will keep their children safe and help them to thrive. By using the Early Years Foundation Stage it ensures effective practice by using the four guiding themes. It encourages personalised learning, development and care.

The four themes are:

**A unique child** – Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

**Positive relationships** – Children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person.

**Enabling environments** – The environment plays a key role in supporting and extending children's development and learning.

**Learning and development** – Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter – connected.

These four guiding themes work together to underpin effective practice in the delivery of the Early Years Foundation Stage. Ensuring that we plan appropriate activities based on the needs and interests of individual children.

St Pauls Nursery also follows the six areas of learning and development. This supports children from birth through various stages of maturity and development.

These six stages are:

**Personal, social and emotional development**

**Communication, language and literacy**

**Problem solving, reasoning and numeracy**

**Physical development**

**Creative development**

**Knowledge and understanding of the world**

Although the children are learning through these early learning goals, they are also learning through everyday experiences, for e.g. putting their coats on, pouring their own drinks and serving food to themselves from the dishes set out on the tables.

### **Safeguarding Children and Security**

The nursery's safeguarding co-ordinator is Stacey Long.

We are obliged by law to inform our local children and families Assessment team in Oxfordshire County Council, if we suspect any child in our care is being abused.

All members of staff have CRB clearance checks showing that they have no record of offences that could affect the safety of the children. Any temporary members of staff that are employed also have clearance sought by the College or the agency they work for. Students carrying out a placement in the Nursery are not left unsupervised with the children. If parents have any concerns in this area they should discuss them with the Nursery Manager.

The door into the Nursery room is always locked and a spy hole allows us to check anyone who wishes to gain access. There is a door entry system for access from Walton Street and this allows us to ask who wants to enter the building. Parents are asked to ensure that they close the outside door securely behind them.

Under no circumstances will the children be allowed to leave the Nursery with an adult who is not known to the staff. Parents should introduce any friends or family who may collect their child to the staff and inform us on which day they will collect the child. Parents are required to complete a form when a different adult is collecting their child. This shows they

have given their permission and that the Nursery is aware of the arrangements. A form will need to be completed by the parents, with an arranged password.

In an emergency, a child may need to be collected by an adult that members of staff have not met. We will need the name, address and telephone number of this person and we ask that they bring some form of identity with them to show these details, for example, a driving licence or an official letter addressed to them.

### Special Educational Needs

We provide an environment in which all children, including those with special education needs, are supported to reach their full potential.

- We have regard for the DFES Special Educational Needs Code of Practice (2001)
- We ensure our provisions are inclusive to all children with special education needs.
- We support parents and children with special education needs (SEN)
- We identify the specific needs of children with special education needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

### EYFS key themes and commitments

A unique Child	Positive Relationships	Enabling Environments	Learning and Development
Child development	Respecting each other	Supporting every child	Play and exploration
Inclusive practice	Parents as partners	The learning environment	Active learning
Health and well being	Supporting learning	The wider context	Creativity and critical thinking
	Key person		

## Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is Becky Hall
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special education needs.
- We work closely with parents of children with special education needs to create and maintain positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provisions and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special education needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEP's) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the statementing process.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually. The SENCO co-ordinator also attends regular and current training.

- We provide a complaints procedure.
- We monitor and review our policy annually.

**All staff are aware of the policy regarding supporting children with Special Educational Needs and have had training about the graduated response approach from Becky Hall, the SENCO co-ordinator.**

- **The child's view**
- We encourage children to choose their activities and record their likes and dislikes using notes and photographs.
- There is wheelchair access to the Nursery from the front and side of the Nursery.
- We take a wide range of children and have a variety of toys and equipment. We are fully equipped to change nappies. And all toilet facilities are at the children's level.

We work closely with parents of all the children within the group to ensure that:

- Parents know the identity of the nursery SENCO Co-ordinator. Our SENCO Co-ordinator is Becky Hall and she can be contacted at the Nursery between 9.00am-5.00pm, Tuesday to Thursday on 01865 270686.
- If you have a complaint about our SENCO provision, please speak to our SENCO Co-ordinator Becky Hall or Nursery Manager Louisa Metayer on 01865 270686.

### **Parental Provision**

Parents are requested to provide certain items to help us care for their child during the day. All children should have a change of clothes at the Nursery to cover eventualities. These should be kept in a bag on your child's peg, plastic bags are not permitted.

Parents of children requiring baby milk should ensure that the Nursery has a supply of this. Parents are responsible for providing nappies, if required, as well as any special cleaning products for the child, such as wipes and nappy cream.

### **Payment Arrangements**

Invoices are prepared monthly in arrears, with the payment due two weeks from the date of the invoice. Cheques should be made payable to Somerville College.

There is a salary sacrifice scheme available for Somerville College and university employees, and they can request further details on the scheme from the Somerville College, Treasury Department.

## **Health and Illness**

Parents are advised that children should not come into the Nursery after having sickness or diarrhoea until they have had 48 hours clear, without any symptoms. This may mean that children are at home appearing to be perfectly well, but they cannot be accepted back into the Nursery as they may still be carrying an infection that could affect other children and staff.

St Paul's Nursery only accepts children with the MMR vaccination.

We have a responsibility to other parents to protect their children as far as is possible, and parents are requested to respect the health of other children by keeping their child away from the Nursery when they are obviously unwell. The Nursery expects parents to exercise their discretion, but may contact the parent during the course of a day if symptoms develop, especially if this means that the illness is putting other children at risk of becoming infected.

We appreciate the difficulties that this can cause for working parents, but the well-being of your children is paramount. Were members of staff to become ill and appropriate temporary staff unavailable, the closure of the Nursery would have to be considered until such time as members of staff were able to return to work.

## **The Food**

A hot meal is provided at lunchtime, consisting of two courses. The children have milk and a snack such as fruit, toast and bread sticks in the morning and a light tea in the afternoon. The children drink water with their lunch and tea, although occasionally milk may be offered at teatime.

The menu is on display for the parents to see. The Nursery will cater for individual dietary needs and these can be discussed with the Nursery Manager. The children have fish, chicken, pork and lamb dishes, sausages, but no beef products. The tea provided includes sandwiches, soup and toast, beans/spaghetti on toast, crackers, crumpets or scones etc. During the week we try to have a balance of fresh vegetables, frozen vegetables, and occasionally tinned beans/spaghetti to accompany the lunch meal. The menu includes meals that the children enjoy and so will eat well, but also with thought given to the nutritional balance.

The pureed food given to the babies at the Nursery is also made from fresh ingredients. When there is a child on non-solid food, the Nursery wishes to work in consultation with the family to provide food complementing the diet that the child receives at home. Or parents are welcome to bring in their own prepared purées if preferred.

We welcome parents to put forward any of their children's favourites that we can include into the menu.

## **Nursery Outings**

Nursery outings, are ideal to help children develop the ability to explore and discover new areas of learning. These trips are well planned and organised in advance and are appropriate for the age of the children. Extra adults are taken to increase the adult to child ratios when the children leave the Nursery.

Other trips include walks to the canal; to a local play area with swings and a slide, and to a park for a picnic tea. The nursery also has use of the college grounds when appropriate.

Children will only be taken out of the nursery if a permission slip has been signed by the parent.

### **Admission Procedures**

Having read this booklet, please arrange to visit the Nursery to see us at work and to meet the staff if you have not already done so. The registration form should be returned when you have decided to apply for a place. Your child's name will then be added to the waiting list and we will contact you when we are able to offer you a start date. The signed parents' agreement form (to show that you accept the Terms and Conditions) and a cheque for one month's fees, as a deposit must be received before we confirm the place. Somervillian's, however, are not required to pay a deposit. We will then arrange visits to the Nursery before the start date to help settle your child into the Nursery.

If you wish to terminate your place or reduce your sessions at the Nursery we will require two months written notice.

If a Somervillian terminates employment with the college and wishes their child to remain in the nursery, their nursery fees will change accordingly to the Non-Somervillian rate.

If you wish to change your start date from which you stated on your original application form, fees must be paid from the original application date up to the new starting time, to be able to reserve your sessions. Failure to pay the fees may result in you losing your assigned place.

Please refer to the attached documents for information regarding charges and for the Terms and Conditions related to accepting a place at St. Paul's Nursery.

### **Code of Conduct for Parents and Carers**

We are committed to ensuring that all children are safeguarded whilst in our care. You can help us to maintain our responsibilities in the following ways:

#### **Please do:**

- Share information with staff on your child's development, health and well being.
- Let us know if someone else is collecting your child and give them a password
- Collect your child on time – if you are going to be unavoidably late then please contact the nursery to let them know
- Ensure you can safely transport your child to and from the nursery using age-appropriate car seat restraints.
- Feedback any suggestions and ideas to the nursery staff.
- Direct any worries, concerns or complaints to the Nursery Manager, arranging a meeting if required.

**Please refrain from:**

- Shouting at, smacking or physically punishing your child(ren) or any other children whilst in the nursery.
- Using inappropriate language or displaying aggressive or threatening behaviour towards the staff, children or other parents/carers either in person, on the phone or in writing.
- Collecting your child(ren) from nursery if you have consumed alcohol, medication or other substances that have affected your judgement or responses.
- Discussing sensitive issues within earshot of your child or other children.
- Taking photos or videos of children other than your own.

**Complaints Procedure****PARENTAL COMPLAINTS PROCEDURE**

It is the policy of St Paul's Nursery to ensure that any parent or guardian with a complaint relating to a particular employee or standard of service at the Nursery can raise the matter with the intention of it being addressed and resolved as promptly as possible.

If a parent has a complaint relating to an employee of the Nursery or a standard of service they should ask to discuss it informally and privately with the Nursery Manager. The College hopes that the majority of concerns will be resolved in this way.

If a parent feels the matter has not been resolved through informal discussion, they should put their complaint in writing to the Nursery Manager. If necessary the Nursery Manager will arrange a meeting in order to discuss the complaint. The Nursery Manager will fully investigate the complaint and give a response in writing within seven days of the meeting or if no meeting has taken place within seven days of receiving written notification of the complaint. If it is not possible for the Nursery Manager to respond within this time scale (e.g. the matter requires further investigation) the parent will be given an explanation for the delay and an indication of when a response can be expected.

If the matter is not resolved, or the parent is dissatisfied with the response, or the nature of the complaint makes it inappropriate for them to approach the Nursery Manager, they may raise the matter in writing, to the Domestic Bursar, who will arrange a meeting with them to hear their complaint. The Domestic Bursar must give a response in writing within seven days of the meeting. If it is not possible to respond within this timescale they will be given an explanation for the delay and told when a response can be expected.

However, if parents are still unhappy with the way the complaint or concern has been addressed, they may wish to contact The Nursery Committee or Ofsted at the following address:

Ofsted  
National Business Unit  
Royal Exchange Buildings  
St Annes Square  
Manchester  
M2 7LA

Tel: 0300 123 1231

